

School and Teacher Demographics

Number of districts 176
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
782	229	303	8	24

Student/teacher ratio
(CCD, 1998–99)

Elementary	Middle	High
23:1	16:1	17:1

Number of FTE teachers in state (CCD, 1998–99)

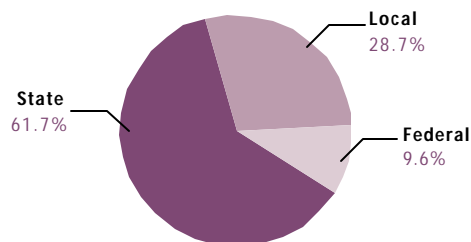
Elementary	Middle	High	Combined	Other
13,841	7,911	11,411	88	174

Public school enrollment (CCD)		1989–90	1998–99
	K–8	451,858	450,445
	9–12	178,830	188,371
(By state definition)	Pre-K	n/a	16,864

Sources of funding

District average

(CCD, 1996–97)



Student Demographics

Race/ethnicity	1989–90	1998–99
American Indian/Alaskan Natives	n/a	0.1%
Asian/Pacific Islander	0.4%	0.4
Black	9.4	10.4
Hispanic	0.2	0.7
White	90.0	88.4

(CCD, K–12)

Students with disabilities (OSEP, K–12)	1990–91	1998–99
	10.6%	11.1%

Limited English proficient (USED/NCBE, K–12)	1989–90	1996–97
	1,344	3,194

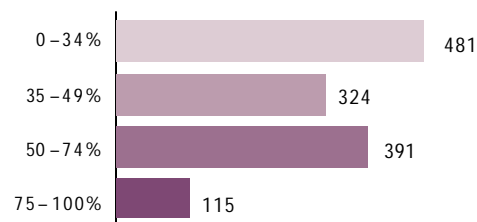
Migrant (OME, K–12)	1993–94	1998–99
	17,262	25,146

Highschool dropout rate (CCD, event)	1993–94	1997–98
	n/a	5.2%

Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95	1997–98
	49%	57%

All schools by percent of students eligible to participate in the Free Lunch Program*

(CCD, 1998–99)



* No data for 30 schools.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment

Score of 100 on 0–140 scale (7 content areas)

Expected School Improvement on Assessment

Gain every 2 years toward 100 score by 2014

Indicators for School Accountability

CRT scores (open response & mult. choice), Attendance, retention, dropout rates, transition from school, NRT

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal

Schools Meeting Title I AYP Goal

257 (29.5%)

Title I Schools

Title I enrollment	1998–99
K–8	268,114
9–12	16,254
Pre-K	5,406

(USED)

Race/ethnicity	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	211	n/a
Asian/Pacific Islander	1,190	92
Black	33,942	1,658
Hispanic	2,012	261
White	227,002	23,081

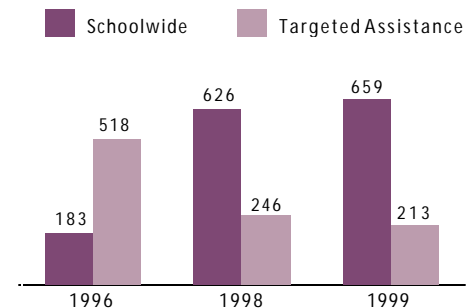
(USED, K–12)

Title I allocation \$139,210,082

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/LanguageArts

	Non Perf.	Novice	Appren- tice	Proficient	Distin- guished
All Students	0.3%	3.4%	64.0%	31.1%	1.2%
Title I Schoolwide	0.4	4.4	68.7	25.8	0.8
Title I Targeted	0.2	1.7	60.9	35.7	1.6
Percent of School in Poverty					
00–34	0.2	1.2	51.6	44.6	2.4
75–100	0.5	6.0	70.8	22.1	0.6
LEP Students	4.5	6.5	68.7	19.9	0.5
Migrant students	0.2	5.8	73.9	19.7	0.4

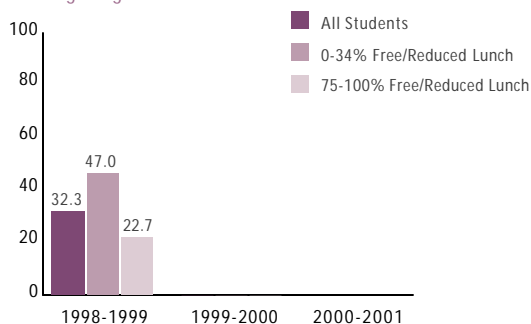
Grade 5

Mathematics

	Non Perf.	Novice	Appren- tice	Proficient	Distin- guished
All Students	0.6%	23.3%	54.7%	10.3%	11.2%
Title I Schoolwide	0.8	28.6	54.9	8.3	7.5
Title I Targeted	0.3	17.1	56.8	12.4	13.4
Percent of School in Poverty					
00–34	0.3	11.3	52.8	14.7	20.9
75–100	1.1	34.1	52.9	6.7	5.2
LEP Students	2.3	25.8	52.3	6.8	12.9
Migrant students	0.8	33.2	55.8	5.5	4.8

Student achievement trend

Reading 4th grade meets or exceeds Proficient



Grade 7

Reading/LanguageArts

	Non Perf.	Novice	Appren- tice	Proficient	Distin- guished
All Students	0.6%	3.0%	84.0%	12.3%	0.2%
Title I Schoolwide	0.7	4.0	84.9	10.2	0.2
Title I Targeted	0.4	1.7	84.7	13.1	0.2
Percent of School in Poverty					
00–34	0.4	1.4	81.7	16.2	0.3
75–100	1.1	5.5	85.3	8.0	0.2
LEP Students	0.0	7.9	88.8	3.4	0.0
Migrant students	0.4	4.9	89.5	5.2	0.0

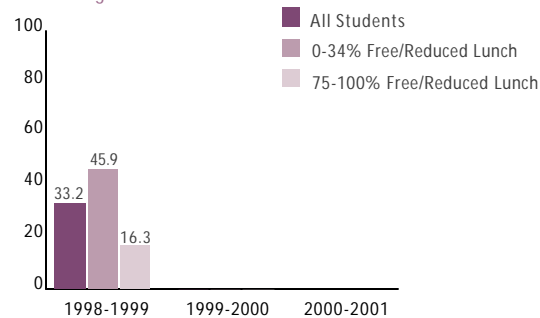
Grade 8

Mathematics

	Non Perf.	Novice	Appren- tice	Proficient	Distin- guished
All Students	1.5%	29.0%	36.3%	18.9%	14.3%
Title I Schoolwide	2.0	35.7	36.3	15.9	10.2
Title I Targeted	1.0	24.0	37.5	21.7	15.8
Percent of School in Poverty					
00–34	0.9	18.7	34.6	23.7	22.2
75–100	2.9	46.5	34.3	10.3	6.0
LEP Students	4.1	41.1	27.4	20.6	6.9
Migrant students	2.3	42.0	38.3	12.7	4.8

Student achievement trend

Math 8th grade meets or exceeds Proficient



Assessment Information

Assessment Reported

Kentucky Core Content Test, First year of use

Progress Toward Assessment Aligned with Standards

Performance standards met review criteria of the U.S. Department of Education.

State Definition of "Proficient," used since 1999

Score of 100 and above.

Definition of Title I Targeted Assistance

Only Title I students at tested grade are reported in the assessment results.

Exclusion from Assessment

Students with an alternative learning portfolio are not counted in a grade.

Other Assessments

CTBS-5 Survey Edition

Grade 10

Reading/LanguageArts

	Non Perf.	Novice	Appren- tice	Proficient	Distin- guished
All Students	1.6%	15.3%	54.6%	26.7%	1.9%
Title I Schoolwide	1.6	17.4	55.8	24.0	1.1
Title I Targeted	3.3	23.8	55.0	17.2	0.7

Grade 11

Mathematics

	Non Perf.	Novice	Appren- tice	Proficient	Distin- guished
All Students	3.2%	23.1%	41.0%	22.2%	10.6%
Title I Schoolwide	5.0	30.6	42.5	17.2	4.8
Title I Targeted	3.7	23.1	43.8	20.8	8.6

NAEP State Results

Reading, 1998:

	Grade 4	Grade 8
Proficient level and above	29%	29%
Basic level and above	63%	74%

Math, 2000:

	Grade 4	Grade 8
Proficient level and above	17%	21%
Basic level and above	60%	63%